

CLINTON ELEMENTARY

110 Clinton School Road
Lancaster, SC 29720

GRADES K-5 Elementary School

ENROLLMENT 470 Students

PRINCIPAL Gwen A. Hinson 803-285-5395

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 4 | 8 | 63 | 20 | 2 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

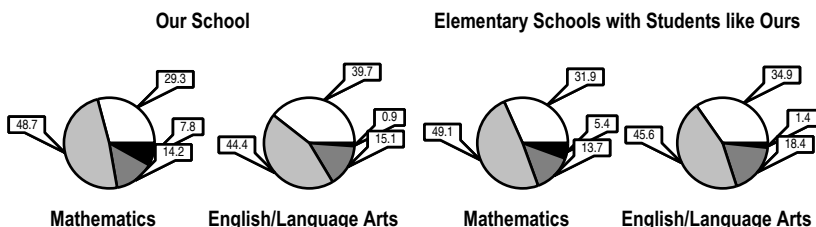
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Below Average | N/A |
| 2002 | Average | Average | N/A |
| 2003 | Average | Below Average | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 35 | 84 | 55 |
| Percent satisfied with learning environment | 100.0% | 81.5% | 76.0% |
| Percent satisfied with social and physical environment | 97.1% | 77.1% | 73.6% |
| Percent satisfied with home-school relations | 54.3% | 67.5% | 72.5% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 262 | 99.6 | 39.7 | 44.4 | 15.1 | 0.9 | 15.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 137 | 99.3 | 50.4 | 40.7 | 8.1 | 0.8 | 8.9 | 17.6 |
| Female | 125 | 100.0 | 27.5 | 48.6 | 22.9 | 0.9 | 23.9 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 78 | 98.7 | 28.4 | 41.8 | 26.9 | 3.0 | 29.9 | 17.6 |
| African-American | 183 | 100.0 | 44.5 | 45.1 | 10.4 | N/A | 10.4 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 199 | 100.0 | 37.6 | 42.2 | 19.1 | 1.2 | 20.2 | 17.6 |
| Disabled | 63 | 98.4 | 45.8 | 50.8 | 3.4 | N/A | 3.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 262 | 99.6 | 39.7 | 44.4 | 15.1 | 0.9 | 15.9 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 262 | 99.6 | 39.7 | 44.4 | 15.1 | 0.9 | 15.9 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 221 | 99.5 | 42.5 | 44.6 | 13.0 | N/A | 13.0 | 17.6 |
| Full-pay meals | 41 | 100.0 | 25.6 | 43.6 | 25.6 | 5.1 | 30.8 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 262 | 99.6 | 29.3 | 48.7 | 14.2 | 7.8 | 22.0 | 15.5 |
| Gender | | | | | | | | |
| Male | 137 | 99.3 | 35.0 | 47.2 | 10.6 | 7.3 | 17.9 | 15.5 |
| Female | 125 | 100.0 | 22.9 | 50.5 | 18.3 | 8.3 | 26.6 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 78 | 98.7 | 16.4 | 43.3 | 23.9 | 16.4 | 40.3 | 15.5 |
| African-American | 183 | 100.0 | 34.1 | 51.2 | 10.4 | 4.3 | 14.6 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 199 | 99.5 | 23.7 | 49.1 | 17.9 | 9.2 | 27.2 | 15.5 |
| Disabled | 63 | 100.0 | 45.8 | 47.5 | 3.4 | 3.4 | 6.8 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 262 | 99.6 | 29.3 | 48.7 | 14.2 | 7.8 | 22.0 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 262 | 99.6 | 29.3 | 48.7 | 14.2 | 7.8 | 22.0 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 221 | 100.0 | 31.1 | 51.8 | 11.9 | 5.2 | 17.1 | 15.5 |
| Full-pay meals | 41 | 97.6 | 20.5 | 33.3 | 25.6 | 20.5 | 46.2 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 77 | N/A | 17.1 | 51.3 | 30.3 | 1.3 | 31.6 |
| | Grade 4 | 103 | N/A | 41.7 | 48.5 | 9.7 | N/A | 9.7 |
| | Grade 5 | 77 | N/A | 39.0 | 53.2 | 7.8 | N/A | 7.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 77 | 98.7 | 20.6 | 58.8 | 17.6 | 2.9 | 20.6 |
| | Grade 4 | 83 | 100.0 | 36.8 | 43.4 | 19.7 | N/A | 19.7 |
| | Grade 5 | 102 | 100.0 | 56.8 | 34.1 | 9.1 | N/A | 9.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 77 | N/A | 39.5 | 43.4 | 11.8 | 5.3 | 17.1 |
| | Grade 4 | 103 | N/A | 42.7 | 36.9 | 15.5 | 4.9 | 20.4 |
| | Grade 5 | 77 | N/A | 37.7 | 49.4 | 13.0 | N/A | 13.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 77 | 100.0 | 29.4 | 48.5 | 16.2 | 5.9 | 22.1 |
| | Grade 4 | 83 | 98.8 | 17.1 | 48.7 | 18.4 | 15.8 | 34.2 |
| | Grade 5 | 102 | 100.0 | 39.8 | 48.9 | 9.1 | 2.3 | 11.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 470) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | N/A | N/A | 3.5% | 2.4% |
| Attendance rate | 96.0% | Up from 94.4% | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 7.3% | Up from 5.4% | 6.8% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 11.7% | Up from 4.8% | 9.0% | 8.0% |
| Older than usual for grade | 2.1% | Down from 2.4% | 2.3% | 1.1% |
| Suspended or expelled | 0.0% | Down from 0.4% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|---------------------|-----------|-----------|
| Teachers (n= 37) | | | | |
| Teachers with advanced degrees | 62.2% | Up from 57.1% | 46.4% | 50.0% |
| Continuing contract teachers | 89.2% | Down from 91.4% | 83.8% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 93.4% | Up from 87.4% | 84.1% | 86.2% |
| Teacher attendance rate | 92.2% | Down from 95.4% | 94.4% | 95.3% |
| Average teacher salary | \$42,158 | Up 3.5% | \$39,237 | \$39,909 |
| Prof. development days/teacher | 10.7 days | Down from 13.7 days | 12.1 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 1.0 | Down from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio | 16.3 to 1 | Down from 17.4 to 1 | 17.3 to 1 | 18.9 to 1 |
| Prime instructional time | 85.9% | Down from 87.8% | 88.5% | 89.7% |
| Dollars spent per pupil* | \$6,067 | Down 0.8% | \$6,109 | \$5,892 |
| Percent spent on teacher salaries* | 71.6% | Up from 70.1% | 66.3% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 94.7% | Down from 96.4% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have much to be proud of at Clinton Elementary. We continue to improve as students strive to meet high academic standards. We are seeing results in spite of declining resources. Our school's PACT scores are on the rise.

Reading is the foundation of our curriculum. We feel it is every teacher's responsibility to provide students with every opportunity to become a proficient reader. Teachers encourage students to read by making available a variety of genre and multileveled reading material. Each day begins with all classes reading for thirty minutes. This school-wide effort, called MORE (Magic Of Reading Everyday), helps students get focused for learning. We believe that students read better when they read more, and read more when they read better.

Technology is an important part of the students' education at Clinton Elementary. All classrooms are equipped with two or three computers. Every computer had Internet access and up-to-date software programs. Teachers are committed to integrating educational curriculum. All students participate in a computer class each week. Students use word processing programs, the Internet, and digital cameras in order to complete projects assigned by their teacher. Fifth grade students will be required to make a PowerPoint presentation as part of their research project, by the end of the 2003-2004 school year.

This is the third consecutive year that a teacher at Clinton Elementary has earned a Teacher of the Year award. Joyce Argo, a third grade teacher, was selected as Great Teaching Award winner for Beginning Teachers. In prior years Cindy Williams, a first grade teacher, was awarded Elementary Teacher of the Year and Teacher of the Year for the entire school district. Mary Beth Mize, a special education teacher, was selected as New Teacher of the Year in the 2000-2001 school year.

Clinton Elementary faculty and staff are dedicated to the belief that all students will learn when provided a learning experience tailored to meet the specific needs of each student.

Gwen A. Hinson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.